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ABSTRACT

The report, over half of which consists of appendixes, discusses the statewide handicapped children identification effort in Wisconsin, as mandated by the Education for All Handicapped Children Act (P.L. 94-142), Section 504 of the Rehabilitation Act of 1973, and other legislation. The section on the statewide identification project (Project Child Find) focuses on such aspects as public awareness, interagency cooperation, data collection and management, project staffing, and advisory committees. Among the topics covered in the section on Wisconsin local child identification projects are legislative mandates, project application, and local objectives. The evaluation of the identification programs is discussed, and some data are presented on the results to date. Some present handicapped child identification activities in Wisconsin are outlined. Included in the nine appendixes are public awareness materials, a list of high risk perinatal centers, a list of Child Find advisory committee members, and a sample "request for screening" packet. (DLS)

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I. INTRODUCTION

The last few years have brought increasingly more attention to special education. Particular emphasis has been given to the right of all children to a free appropriate public education, regardless of type or severity of handicap.

This is their right and it is provided by both federal and state mandates. Chapter 115, Wisconsin Statutes, provides that each local school district has the responsibility of providing a free appropriate public education for children aged three to twenty-one who have exceptional education needs (EEN). The statute is permissive in providing the same for the zero to three population. Chapter 115, Wisconsin Statutes, provides for screening, referral, and multidisciplinary team evaluation of children having suspected exceptional educational needs. Wisconsin legislation does not mandate that a local school district actively seek out handicapped children.

LEGISLATIVE MANDATES

In addition to meeting the mandates of state legislation, Wisconsin must also comply with federal legislation as it relates to handicapped children.

The Education for All Handicapped Children Act of 1975, Public Law (P.L.) 94-142 was signed by President Gerald Ford in November of 1975. While Public Law 94-142 may not be revolutionary in what it mandates nor in the role it describes for the federal government, it is significant in that it brings together and expands upon legislation which has existed for the handicapped over the past ten years. Public Law 94-142 assures that every handicapped child in the nation shall be provided with a free appropriate public education.

There are several historical legislative events leading up to the passage of Public Law 94-142.

The first federal legislation advocating education for the handicapped child was Title VI of the Elementary and Secondary Education Act of 1965. The provisions of this act were authorized by Public Law 89-750 until June 30, 1968.

In 1968, Public Law 90-247 amended Title VI making it Title VI, Part A. This was the first time that federal monies were guaranteed to assist states in developing and expanding programs for the handicapped. Public Law 90-247 extended the authorization for Title VI-A through June 30, 1970.

Title VI-A was then amended to Title VI-B by P.L. 91-230. This authorization was in effect until 1973. The year 1973 saw the passage of P.L. 93-380 which essentially is the basis for the present legislation, P.L. 94-142.

Public Law 94-142 established that all "unserved" handicapped children, i.e. those children not receiving any educational program, must be located, identified, and provided a free appropriate educational program as first priority. These Child Identification activities as specified in section 121a.128 of the rules and regulations for P.L. 94-142 must be completed and documented before P.L. 94-142 monies may be used for the next priority of improving programs for severely impaired children within each disability area.

Section 121a.128 of P.L. 94-142 reads as follows:

> §121a.128 Identification, location, and evaluation of handicapped children.

"(a) General requirement. Each annual program plan must include in detail the policies and procedures which the State will undertake or has undertaken to insure that:

(1) All children who are handicapped, regardless of the severity of their handicap, and who are in need of special education and related services are identified, located, and evaluated; and

(2) A practical method is developed and implemented to determine which children are currently receiving needed special education and related services and which children are not currently receiving needed special education and related services.

(b) Information. Each annual program plan must:

(1) Designate the State agency (if other than the State educational agency) responsible for coordinating the planning and implementation of the policies and procedures under paragraph (a) of this section;

(2) Name each agency that participates in the planning and implementation and describe the nature and extent of its participation;

(3) Describe the extent to which:

(i) The activities described in paragraph (a) of this section have been achieved under the current annual program plan, and

(ii) The resources named for these activities in that plan have been used;

(4) Describe each type of activity to be carried out during the next school year, including the role of the agency named under paragraph (b)(1) of this section, timelines for completing those activities, resources that will be used, and expected outcomes;

(5) Describe how the policies and procedures under paragraph (a) of this section will be monitored to insure that the State educational agency obtains:

(i) The number of handicapped children within each disability category that have been identified, located, and evaluated, and

(ii) Information adequate to evaluate the effectiveness of those policies and procedures; and

(6) Describe the method the State uses to determine which children are currently receiving special education and related services and which children are not receiving special education and related services."

(20 U.S.C. 1412(2)(C).)

Comment. The State is responsible for insuring that all handicapped children are identified, located, and evaluated, including children in all public and private agencies and institutions in the State. Collection and use of data are subject to the confidentiality requirements in §§121a.560-121a.576.

The mandate of Child Identification is further mandated by section 84.32 of the regulations for Section 504 of the Rehabilitation Act of 1973 which reads as follows:

§84.32 Location and notification.

"A recipient that operates a public elementary or secondary education program shall annually:

(a) Undertake to identify and locate every qualified handicapped person residing in the recipient's jurisdiction who is not receiving a public education; and

(b) Take appropriate steps to notify handicapped persons and their parents or guardians of the recipient's duty under this subpart."

EXISTING STATE PRACTICES

Prior to the mandates of federal legislation P.L. 94-142 and Section 504, Wisconsin had already been involved in some Child Identification activities. Part of these activities have been conducted through the Division for Handicapped Children, Department of Public Instruction. The Division for Handicapped Children is composed of two bureaus: The Bureau for Crippled Children and the Bureau for Exceptional Children.

One of the services of the Bureau for Crippled Children is the early location of crippled children. This is done via field clinics

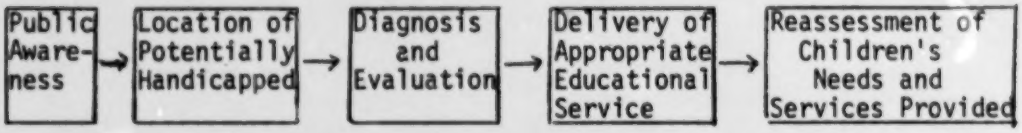
for orthopedic, pediatric, and scoliosis disorders as well as formalized screening programs for scoliosis and hearing. The Bureau for Crippled Children also receives, by mandate of state statute, a record of all children born within the state having birth defects. Having located children by these means, the bureau then facilitates appropriate followup and services.

Another Child Find activity in Wisconsin is the annual school census as mandated by section 120.18(1) and 43.70(1) of the Wisconsin Statutes. While each school district has been required to conduct an annual school census, not all districts have used this as a means for locating handicapped children.

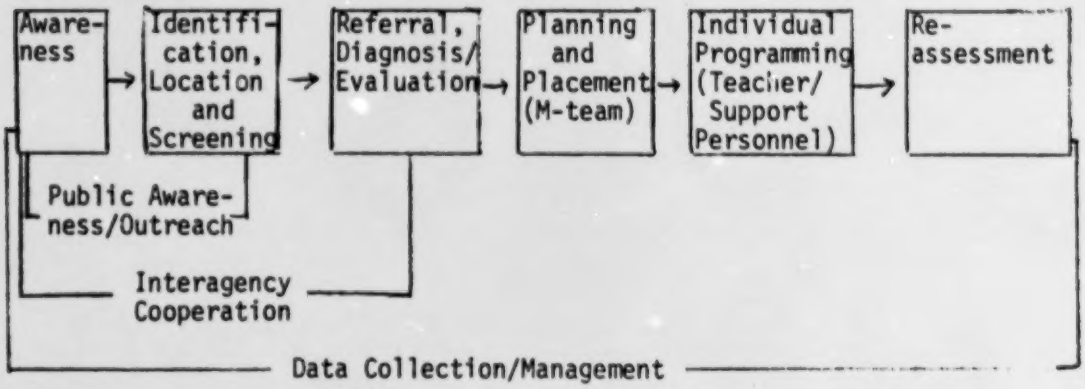
While the above activities have been occurring in Wisconsin, federal legislation, P.L. 94-142 and Section 504 of the Rehabilitation Act of 1973, initiated the need for more formalized and intensive Child Identification activities.

II. WISCONSIN'S IMPLEMENTATION

Shortly after P.L. 94-142 was passed, the U.S. Office of Education, Bureau for Education of the Handicapped, issued a model for states to follow in planning their Child Find activities. This model includes the following components:


Public Awareness
Location of Potentially Handicapped
Diagnosis and Evaluation
Delivery of Appropriate Educational Service
Reassessment of Children's Needs and Services Provided

Because Wisconsin local educational agencies (LEA), Cooperative Educational Service Agencies (CESA), and County Handicapped Children's Education Boards (CHCEB) have been actively involved in providing programs for children with exceptional educational needs (EEN), the above model was revised to meet Wisconsin's mandate in Chapter 115. This model encompasses the following:



To implement Wisconsin's model, two very definite approaches were undertaken to make for a comprehensive set of activities which came to be known in Wisconsin as "Child Find."

These two approaches include a statewide state education agency (SEA) operated project and a network of local education agency projects.

Federal monies have been available for these activities via Title VI-B, Education of the Handicapped Act, up until this year when P.L. 94-142 discretionary funds are being utilized for these projects. A local project may be operated by a local education agency, County Handicapped Children's Education Boards, Cooperative Educational Service Agencies or other consortium arrangements. If a district chooses not to apply for federal funding, it still must meet the mandates of Child Identification activities as delineated in P.L. 94-142.

The SEA project provides leadership and direction to all local educational agencies in their Child Identification endeavors. Working in concert with the local projects, comprehensive statewide coverage is being obtained.

III. STATEWIDE CHILD IDENTIFICATION PROJECT

In its initial stages, the SEA project had three major goals. The project goals were as follows:

(1) To launch a public awareness/outreach campaign so that all unserved handicapped children in the state birth to twenty-one years of age are and continue to be located, identified, screened, and where necessary, referred for multidisciplinary teaming (M-teaming) and individualized programming and subsequent periodic reassessment. If the child is below age three, subsequent screening, evaluation, and programming may be conducted by an agency other than the LEA.

(2) To coordinate the efforts with other public and private agencies and organizations concerned with the prevention, health maintenance, and provision of services for handicapped children.

(3) To develop a data management system which will provide continuous and instantaneous followup or tracer information on each child so located, identified, and referred.

PUBLIC AWARENESS

In July 1976, the SEA Child Identification Project initiated a public awareness campaign working through O'Neill & Associates of New York and Miami. A professional consultant was retained to help insure high quality material as well as covering the largest population in the most expedient and economical manner. The campaign resulted in radio and television spots as well as a variety of printed materials. Samples of these materials may be seen in Appendix A. These public awareness materials were utilized as the basis for local public awareness campaigns.

A slide/tape presentation was developed which local projects could utilize in presentations to the public. This tape summarizes the basis of Child Find and explains its implementation in Wisconsin. As part of the tape, a song "Find the Child" was written.

TOLL FREE NUMBER

The SEA has made available a toll free number, 24 hours a day, to citizens of the state which is advertised on all public awareness materials. This number may be used to request a screening for a child as well as a means for parents to express questions and concerns. In the latter case, callers are provided with the information they are seeking or referred to the appropriate source to deal with their concerns. Since its installation in April 1977, 275 calls have been received and appropriately responded to via the toll free number.

The toll free number operates as follows:

(1) Basic information (name, address, phone number, district of residence, and type of media which precipitated call) is recorded when a call is received.

(2) A packet is sent to callers who request more information. This packet includes a cover letter, a brochure, a request for screening form, a listing of parents' and children's rights, and a self-addressed return envelope. See Appendix B for a sample packet. The request for screening does NOT constitute a referral.

(3) If the request for screening form is returned to the Child Find office, it is transmitted to the local director of special education, who in turn arranges for the child in question to be screened for suspected exceptional educational

needs. A copy of the request form is returned to the parent with a cover letter indicating that the request has been forwarded to the local director of special education and the parent will soon be contacted. A copy of this cover letter is sent to the local Child Find specialist and also the district administrator for information purposes only.

(4) If, as a result of the screening, there is a suspicion that the child does have an EEN and requires special education, the child is referred for an M-team evaluation as mandated by Chapter 115. Acceptance of referrals for children below age three is handled on a permissive basis.

INTERAGENCY COOPERATION

The SEA project staff made numerous contacts with other agencies to provide information and coordination to Child Find activities throughout the state. Considerable emphasis was given to the high risk perinatal centers located in Wisconsin. (See Appendix C for a listing of these centers.) Contacts were made with other agencies such as Head Start, Developmental Disabilities Boards, and many more.

As communication increased among agencies, it was learned that many of us are seeking the same population, the handicapped individual aged zero to twenty-one, as a recipient of our services.

DATA COLLECTION/MANAGEMENT

In its initial stages, the data collection and management component of the SEA Child Identification Project was to encompass the logging and monitoring of the attainment of a full service goal ranging from the awareness activities through reassessment activities.

In order to do this, data would need to be collected and integrated from a variety of sources at the state and local level.

The outcome would have been to have continuous and instantaneous followup or tracer information on each child located, identified, and referred.

This goal was not achieved at the state level.

LEADERSHIP TO LOCAL PROJECTS

As another element in the SEA Child Identification Project, encouragement was given to local school districts, County Handicapped Children's Education Boards (CHCEB), and Cooperative Educational Service Agencies (CESA) to write for a federally-sponsored project to help carry out local activities. This resulted in the development of forty-five locally-operated Child Find projects which were funded at near the 100 percent level through the use of Title VI-B, Education of the Handicapped Act, funds.

As of April 15, 1978, forty-five federally funded LEA projects were in existence. These forty-five projects included 422 of the 436 school districts in Wisconsin. It should be noted at this point that the remaining fourteen school districts were not without Child Find activities. The federal regulations call for Child Find activities but do not necessarily indicate that all districts must be in federally-sponsored Child Find projects. Consequently, these fourteen school districts elected to carry on Child Find activities through their own efforts without federal funds and it is believed that the Child Find activities of these fourteen districts will produce similar results in matters of finding unserved children.

It can be assumed that all school districts in Wisconsin have been and are continuing to be engaged in Child Find activities.

PROJECT STAFF

All staff members of the SEA Child Identification Project are part of the Bureau for Exceptional Children within the Division for Handicapped Children.

Difficulty in hiring project staff caused the initial stages of the SEA project to get off to a slow start. When all positions were filled, the Child Identification Project had the following staff members:

Position	Full Time Equivalent
Project Director	10%
Project Coordinators (2)	100%
Field Coordinator	100%
Data Coordinator	100%
Project Assistant	100%
Project Secretary	100%

As activities have been accomplished and procedures have become implemented during the last few years, project staff has decreased. In its final year the SEA project staff is as follows:

Position	Full Time Equivalent
Project Director	5%
Project Coordinator	50%
Data Coordinator	50%
Project Assistant	50%
Project Secretary	50%

ADVISORY COMMITTEE

Since its conception, the SEA Child Identification Project has had a Statewide Advisory Committee. Serving on this committee are parents, a pediatrician, a university professor, a school board member, and representatives of professional interest groups and agencies. (See Appendix D for a listing of these members.)

The purpose of this committee is to provide support and advice to the project staff. Feedback is provided on project goals and activities.

The Statewide Child Identification Advisory Committee has been active and an important component of the project.

IV. LOCAL CHILD IDENTIFICATION PROJECTS

While the state education agency can operate a Statewide Child Identification Project, it is recognized that activities must occur locally to facilitate the locating and referral, if necessary, of children with potential exceptional education needs.

LEGISLATIVE MANDATES

In February of 1977, the Division for Handicapped Children administrator corresponded with school district administrators regarding the conditions which must be met if a local educational agency is to receive and use funds under P.L. 94-142.

Wisconsin, like every other state and territory, will receive funds from the Office of Education based on the number of children with exceptional needs who are actually enrolled in "free, appropriate public education" programs designed to meet their needs. These funds, in turn, will come from the Office of Education to the Wisconsin Department of Public Instruction and a portion will flow to school districts as an amount per head for each EEN child enrolled in an appropriate program. This is not an automatic process and requires that certain conditions or procedures are followed in order to use P.L. 94-142 funds.

One of the conditions which must be met is that of actively seeking the unserved child. The unserved child being defined as one not being served in any educational program. One of the ways this condition can be met is to participate in a Title VI-B Education of the Handicapped Act (EHA) funded Child Find project.

PROJECT APPLICATION

To apply for Title VI-B funding, a local education agency has to submit a letter of intent and then a project proposal to the Division

for Handicapped Children for approval. See Appendix E for sample Letter of Intent. This can be done by a local education agency, County Handicapped Children's Education Boards, Cooperative Education Service Agencies, or other consortium arrangements.

Having received a project approval, the LEA project staff is hired. In most cases, this consists of a Child Find specialist and a secretary. Depending upon the geographic area to be covered, more than one Child Find specialist is hired. The Child Find specialist is directly accountable to the director of special education. Service organizations and volunteers serve as external support staff in some areas. Each local project has an Advisory Committee similar in nature and function to that of the State Advisory Committee.

LOCAL OBJECTIVES

The local project objectives in most cases parallel those of the state project being:

(1) To launch a public awareness/outreach campaign so that all unserved handicapped children in the state age birth to twenty-one years of age are and continue to be located, identified, screened, and where necessary, referred for M-teaming and individualized programming and subsequent periodic reassessment. If the child is below age three, subsequent screening, evaluation, and programming may be conducted by an agency other than the LEA.

(2) To coordinate the efforts with other public and private agencies and organizations concerned with the prevention, health maintenance, and provision of services for handicapped children.

(3) To develop a data management system which will provide continuous and instantaneous followup or tracer information on each child so located, identified, and referred.

These objectives are adapted to meet local needs. Many projects developed public awareness materials to reflect local dialects such as befitting the Indian or Spanish communities in their area. In most cases, public awareness materials emphasized the younger individual aged zero to three during the first year, and in the continuing year, placed emphasis on the sixteen to twenty-one year old.

Interagency cooperation varies depending upon what services are available in each community. In all instances, contacts were made with the medical profession and other agencies providing services to the EEN individual age zero to twenty-one.

A few of the projects initiated computer programming systems for tracing the EEN population. Many of the projects revised census taking procedures and where appropriate this became part of the computer program. See Appendix F for a Child Find Manual utilized in implementing local activities.

FINAL YEAR

In this final year of federal funding for Child Find Projects, there are thirty-three projects in Wisconsin representing 326 of the 436 school districts. The remaining 110 school districts are carrying out Child Find activities independently. A district may use P.L. 94-142 flow-through monies for Child Find activities. It is the responsibility of each school district to institutionalize Child Find activities into their special education practices and procedures.

V. PROJECT EVALUATION

In evaluating the Child Identification activities which Wisconsin has engaged in, one has to look at results other than the actual number of children found. While the number of children being placed in EEN programs as a result of Child Identification activities is not a high number, it is believed that this lack of success in finding children is an indication of the strength of Wisconsin's services to children having exceptional education needs.

SCREENING AND REFERRAL DATA

As of the last aggregate count of local activities on October 1, 1978, the following figures were reported:

(1) There were 3,457 requests for screening. Of this number 2,190 requests represented children who were unserved (not in any educational program) with 1,267 requests made on children who were already enrolled in school programs and consequently not considered unserved from the Child Find definition.

(2) Of the 3,457 requests for screening, there were 2,308 referrals made for M-team evaluations. Of this 2,308, 1,497 were from the unserved group and 811 were from the children already in school placements.

(3) As a result of the M-team evaluations, there was a total of 1,356 children placed in special education. Of this 1,356, 419 were children who were already enrolled in school programs and 937 were children who were not in any educational program up to this point. See Appendix G for further delineation of these cases.

(4) The state's Annual Needs Assessment form was revised this year to include questions relative to using the school census as a means of Child Identification. Seventy-five of the state's 436 school districts utilized these questions on the 1977-1978 Needs Assessment. The data showed that 795 children were flagged through the school census as having a potential exceptional education need. Of this 795 children, 322 were referred for an M-team evaluation and 176 children were placed in an EEN program. Of the 795 children, 332 were determined as not needing M-team evaluation.

COMMENTS

In addition to the hard data collected relative to Child Identification activities, there are also several successes which cannot be measured as directly. These benefits are frequently mentioned during site visits to local districts:

(1) Local educational agencies continue to indicate a greater cooperation and coordination of services within local communities with other agencies and organizations who are also involved in the identification or provision of services for handicapped children. This is particularly true of those organizations involved with serving the zero - three year old individual and the sixteen - twenty-one year old individual.

(2) There continues to be increased cooperation between educational and medical facilities. Interagency referral procedures are being established and there exists a more comprehensive approach including both medical and education evaluations of potential EEN children.

(3) As a result of the comprehensive public awareness activities occurring throughout the state, the citizens of Wisconsin have a better awareness and understanding of the handicapped child and where to go for appropriate services. See Appendix H for details of material distribution.

VI. INSTITUTIONALIZATION OF CHILD IDENTIFICATION

PRESENT ACTIVITIES

The state education agency is entering its fourth and final year of operating a Statewide Child Identification Project. In concert with the SEA project, all local educational agencies are carrying out Child Find activities. There are thirty-three Child Find Projects funded by Title VI-B discretionary funds. The thirty-three LEA projects include 326 of the 436 school districts in Wisconsin. The local projects continue to be operated by a local educational agency, County Handicapped Children's Education Boards, Cooperative Educational Service Agencies, or other consortium arrangements. The remaining 110 school districts have chosen to operate Child Find activities independent of a federally funded project.

The Statewide SEA-Child Identification Project continues to provide leadership and direction to the development and coordination of local Child Find activities, promote public awareness of services available to handicapped children, and facilitate interagency cooperation. The SEA continues to make available the toll free number 24 hours a day to citizens of Wisconsin.

Local activities continue to place emphasis on public awareness, develop working relationships with other agencies, and institutionalize Child Find activities within the existing district program. Emphasis has been given this past year to facilitating programs for the older sixteen - twenty-one year old EEN dropout.

STATE PLAN COMMITMENT

The Department of Public Instruction has made a definite commitment to Child Identification activities in its 1978-1979 Plan to Serve

Handicapped Children. The plan indicates that present commitments of the Bureau for Exceptional Children are (1) the early identification of handicapped children through the Child Find program and (2) assistance in program information through incorporation of Child Find procedures into the school census. A commitment has also been made that by September 30, 1979, the Bureau for Crippled Children will have coordinated its Child Find activities with the Bureau for Exceptional Children. The plan states a 1982 goal that Child Find is functioning in every part of the state as an integral part of services to handicapped children.

INSTITUTIONALIZATION

The SEA has been and is continuing to assist local districts in institutionalizing Child Find activities into their existing school practices and procedures. Public Law 94-142, the Education for All Handicapped Children Act, requires in section 121a.128 and 121a.220 of the regulations that Child Find activities must be continuous activities for each local education agency. During the past three years, there have been Title VI-B federal funds available for the operation of local Child Find projects. As of September 30, 1979, these discretionary funds will no longer be available. However, this does not eliminate the responsibility of a local education agency from the mandate of Child Find activities. Thus, it is imperative that this year, a school district establish procedures for institutionalizing Child Find activities within its system in the absence of a federally funded discretionary project. However, it is possible for an LEA to use P.L. 94-142 flow-through funds in the first priority for Child Find activities.

There appears to be three main activities which an LEA could engage in to meet the Child Find mandate of P.L. 94-142. These would include:

(1) Inclusion of Child Find activities in the school census,

(2) Established public awareness activities, and

(3) Established interagency referral procedures.

SCHOOL CENSUS

Considerable emphasis has been given to utilizing the school census as one means of continuing Child Identification activities. An annual school census is required by section 120.18(1) and 43.70(1). Since a local educational agency must contact each family for the school census, it seems expedient to use this vehicle in searching for children who might benefit from special school programs.

In March of 1978, State Superintendent Dr. Barbara Thompson issued a directive suggesting that a school district may institutionalize Child Identification activities via the school census. This recommendation came as a result of an Ad Hoc Committee appointed by Dr. Thompson to review the issue.

Following Dr. Thompson's recommendation, the issue was discussed at Child Find Conferences and with school districts throughout the state. There appeared to be a need to develop a set of guidelines and suggested format for carrying out this activity. Thus, a School Census/ Child Find Working Committee was established to develop guidelines. Based upon the recommendations of this committee, the Department of Public Instruction issued a Division for Handicapped Children bulletin addressing the issue. This bulletin is included as Appendix I.

PUBLIC AWARENESS

The SEA is recommending that each local educational agency establish definite and scheduled public awareness activities. This might be periodic public media releases or public presentations. It is suggested that a handbook detailing EEN services be distributed by census takers each year.

INTERAGENCY COOPERATION

It seems imperative that local educational agencies develop interagency referral procedures with other agencies involved in serving the handicapped individual from birth through twenty-one years of age.

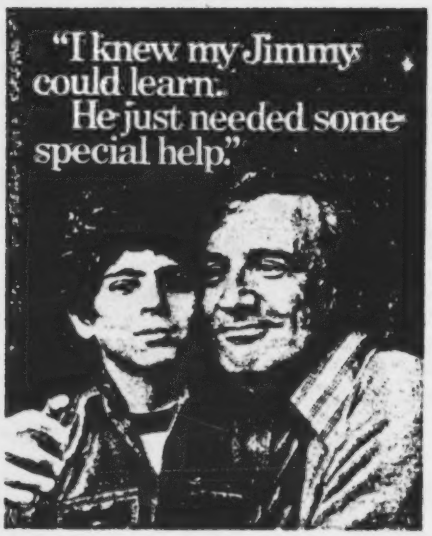
This is particularly important regarding the younger individual aged zero to three and the older individual aged sixteen through twenty-one.

It is not feasible that a school district can be all things to all people. Thus, it seems important that working relationships, and this may be done formally or by a contractual agreement, be developed with other agencies.

CONCLUSION

All of the above activities being conducted by the SEA Child Identification program and the LEA projects would seem to indicate that the Wisconsin Department of Public Instruction accompanied by the LEA are taking positive and aggressive steps in attempting to identify children who are in need of special education services and not presently receiving such programs or services.

It would appear then that the State of Wisconsin has assumed a strong leadership role in meeting the mandates of federal legislation and providing services for all of Wisconsin's handicapped children.



Children with physical, mental, emotional or learning problems have the right to a public education.

Does your child need special help?

Is your child getting special help?

For more information, write or call, toll-free, 1-800-362-3020.

All information confidential.

CHILD FIND
Washington Square
Madison, WI 53702

Los niños con problemas físicos, mentales, emocionales o de aprendizaje tienen derecho a una educación pública.

¿Necesita su hijo ayuda especial?

¿Está su hijo obteniendo ayuda especial?

Para mayor información escríbanos, o llámenos gratis al teléfono 1-800-362-3020.

Toda la información que Ud. nos mande será mantenida en forma estrictamente confidencial.

CHILD FIND
Washington Square
Madison, WI 53702

SIGNS OF PHYSICAL, MENTAL, EMOTIONAL OR LEARNING PROBLEMS WHICH CAN PREVENT YOUR CHILD FROM LEARNING . . .

Every child in this country has the right to a free, appropriate public education. Without exception. It's the law of the land. The law applies to children with special problems.

Exceptional education programs do exist to help pre-school and school age children with certain kinds of problems. The earlier the problem is found, the better for the child.

However, sometimes a child's problem or disability may not be obvious. Since parents are directly involved with their children, they may be the first ones to know if the child needs special help.

Since certain problems can prevent your child from learning, we've prepared this checklist. It may help you determine if your child needs special help.

This listing may help you see *possible* problems. It is not a complete listing, and it is not a professional evaluation. It is just a guide.

If you think your child has special needs, there is help.

For more information call toll-free: 1-800-362-3232.

Or write to: Wisconsin Child Find, Washington Square, Madison, WI 53702.

All information will be kept confidential.

Signs that your child *may have* a problem: (Please remember that *one* sign may not mean there is a problem. It may mean the child should be screened.)

The Child's Sight

- By age 1, cannot focus on small objects when picking them up.
- Crosses one or both eyes.
- Eyelids are red, watery, puffy, and encrusted.
- Often rubs eyes, as though they itch or hurt.
- Often complains that eyes hurt.

The Child's Speech

- By age 1, is unable to say basic words such as "Mama" and "Dada".
- By age 2, cannot give names of toys or members of family.
- By age 3, is unable to repeat simple rhymes or common television musical jingles.
- By age 4, speaks in sentence fragments, cannot say short, complete sentences.
- By age 5, can be understood only by those in the immediate family who are "used to" the child's speech habits.

The Child's Hearing

- By age 6 months, does not turn toward the sounds of voices or noises.
- When there is a sound, always turns same ear in direction of sound.
- Talks very loudly, shouts during normal conversation.
- Has a speech problem or speaks very softly.
- When called from another room, does not respond.
- Complains that one or both ears ache, or liquid "runs" from ears.
- Has frequent colds or breathes through mouth.

The Child at Play

- By age 1, is unable to play infant games, such as peek-a-boo.
- By ages 2-3, cannot imitate adults doing simple tasks.
- By age 3, doesn't play alone with toys.
- By age 4, is unable to play group games (such as hide-and-seek) or understand "taking turns".
- By age 5, cannot play competitive games, express sympathy or concern, doesn't "show off" once in a while.
- By age 6, does not understand "fair play", cannot participate in simple table games, plan and build constructively, or cross street safely.

The Child Thinking

- By age 1, does not look at an adult when called, cannot figure out simple problems (finding object hidden under cup).
- By age 2, cannot identify body parts or match like objects, does not recognize self in mirror.
- By age 3, cannot recognize own name or understand how to use familiar objects.
- By age 4, is unable to name colors, tell action in a picture, or count to 2.
- By age 5, cannot make simple comparisons (which is prettier, heavier), count up to 4, or understand ideas "yesterday", "today", or "tomorrow".
- By age 6, is unable to distinguish left from right, understand size and weight relationships, count to 6, or understand numbers to 10.

The Child in Motion

- By age 1, cannot sit without support, pull self to standing position, reach for objects, or pick up objects with a pincer grasp.
- By age 2, is unable to walk alone, kick a large ball, scribble, or build a tower with 2 or 3 blocks.
- By age 3, cannot walk up or down stairs, pedal a tricycle, run without falling, turn pages of a book, copy circles or draw "X".
- By age 4, cannot balance on one foot, jump from a bottom step, catch a bounced ball, close a fist and wiggle a thumb, or trace diamond shape.
- By age 5, is unable to turn somersaults, pump self on swing, fold a paper triangle from 4-inch square, print a few capital letters or cut with scissors on a straight line.
- By age 6, cannot skip on alternate feet, jump rope, throw a ball 10 feet away so it can be caught, print his/her first name, draw person (including head, trunk, arms and features), or lace shoes.

If signs on this list describe a child you know, please share this list with the child's parents or guardian.

*Prepared with the help of the North Idaho Panhandle Child Development Association, which adapted research by Karns and Sanford, under an ESEA VI-c grant.

In Wisconsin there is help.
CHILD FIND
Washington Square
Madison, WI 53702

SINTOMAS DE PROBLEMAS FISICOS, EMOCIONALES O MENTALES QUE AFECTAN LA HABILIDAD PARA APRENDER.

En este país, sin excepción alguna y de acuerdo con la ley, todo joven tiene derecho a educacion pública gratuita. La ley incluye a jóvenes y niños que tienen problemas especiales. Existen programas de educación especial para ayudar a niños de poca edad, así como a aquellos en edad escolar.

Identificar el problema cuanto antes es de gran beneficio para el joven.

Como muchos problemas no son aparentes, los padres, por tener relación directa con los jóvenes, son las personas que pueden saber si hay necesidad de ayuda especial.

Si usted cree que su hijo necesita esta ayuda, llámenos gratis a 1-800-362-3020 o escriba a: PROYECTO CHILD FIND, Washington Square, Madison, WI 53702.

Todo informe que usted nos dé, es considerado en confidencia estricta.

Como muchos problemas impiden al joven aprender, hemos preparado una lista que ayuda a determinar si hay necesidades especiales.

Esta lista no es la única, ni es una evaluación profesional, la ofrecemos como guía. Recuerde que un síntoma sólo indica la posibilidad de un problema y quizá la necesidad de una evaluación.

Síntomas de la vista

- A la edad de 1 año, dificultad en enfocar objetos que tiene que agarrar.
- Bizco en uno o ambos ojos.
- Párpados irritados, ohinchados, ojos lacrimosos.
- Constante frotación en los ojos.
- Sensación de dolor en los ojos.

Síntomas del habla

- A la edad de 1 año incapaz de decir "papá" o "mamá".
- A la edad de 2 años no repite el nombre de juguetes o de miembros de la familia.
- A la edad de 3 años no repite versos o canciones infantiles.
- A la edad de 4 años habla en frases incompletas o sin coordinación.
- A la edad de 5 años solamente se comunica con miembros de la familia porque sólo ellos le entienden su estilo de hablar.

Síntomas del oído

- A la edad de 6 meses no se orienta en dirección al origen de sonido o ruidos.
- Cuando percibe un sonido siempre orienta el mismo oído.
- Habla en voz alta y grita cuando conversa.
- Tiene dificultad para hablar, o habla en tono bajo.
- No responde cuando lo llaman.
- Se queja de dolor de oídos, o líquidos emanan del oído.
- Padece de resfriados constantes o respira por la boca.

Actividades de juego

- A la edad de 1 año no participa en juegos infantiles.
- A la edad de 2 a 3 años no imita surgerencias de adultos.
- A la edad de 3 años no se entretiene por sí solo.
- A la edad de 4 años no juega en grupo, ni obedece reglamentos de juego.
- A la edad de 5 años no participa en competencias de juegos, no demuestra interés ni compasión, no actúa como si fuera "el mejor" del grupo.
- A la edad de 6 años no admite legalidad en el juego, no participa en juegos intelectuales, no construye nada y es incapaz de cruzar la calle.

Actividades mentales

- A la edad de 1 año no mira a un adulto que lo llama, ni puede solucionar simples problemas, como encontrar un objeto escondido bajo una taza.
- A la edad de 2 años no identifica partes del cuerpo, no puede asociar objetos similares ni se reconoce en un espejo.
- A la edad de 3 años no sabe su nombre, ni puede usar objetos familiares.
- A la edad de 4 años no sabe el nombre de los colores, no puede describir la acción de un dibujo, no cuenta hasta 2.
- A la edad de 5 años no puede comparar (establecer qué cosa es más pesada o más grande), no cuenta hasta 4, no distingue diferencia entre ayer, hoy y mañana.
- A la edad de 6 años confunde la derecha con la izquierda, no entiende relaciones de tamaños o peso, no cuenta hasta 6 ni conoce los primeros 10 números.

Actividades de movimiento

- A la edad de 1 año no se sienta ni trata de pararse, no trata de alcanzar cosas, no puede sujetar objetos con las manos.
- A la edad de 2 años no camina solo, no da puntapiés a una pelota, no trata de escribir, no construye una torre con 2 ó 3 bloques.
- A la edad de 3 años no sube o baja escaleras, no pedalea un triciclo, no corre, no pasa las hojas de un libro, no dibuja un círculo o pinta una X.
- A la edad de 4 años no hace equilibrio en un pie, no salta, no recibe una pelota que rebota, no cierra el púno, no mueve el dedo pulgar ni puede calcar una figura geométrica.
- A la edad de 5 años, no puede dar un salto de acróbata, no se impulsa en un culumpio, no transforma un papel cuadrado en un triángulo, no escribe unas letras ni puede cortar derecho con tijeras.
- A los 6 años, no puede saltar, no salta una cuerda, no puede lanzar una pelota en cierta dirección, no escribe su nombre, no dibuja el cuerpo de una persona, ni se amarra los zapatos.

Si usted conoce algún niño que tiene algún síntoma incluido en la anterior lista* avise a sus padres y comparta la lista con ellos.

*Lista preparada con la ayuda de North Idaho Panhandle Child Development Association, quienes se basaron en las investigaciónes de Karns and Sanford bajo los auspicios de un fondo de ESEA VI-c

In Wisconsin there is help.
CHILD FIND
Washington Square
Madison, WI 53702

State of Wisconsin \ DEPARTMENT OF PUBLIC INSTRUCTION

Barbara Thompson, Ph.D.
State Superintendent

Dwight M. Stevens, Ph.D.
Deputy State Superintendent

DIVISION FOR HANDICAPPED CHILDREN
Victor J. Contrucci, Assistant Superintendent

Dear

Wisconsin Child Find wants to help children receive the kind of education they need. We want to find children with special problems who are not being served in an educational program.

We are sending you the following materials:

1. A brochure describing Wisconsin Child Find,

2. A request for screening form to be filled out by the parent which when returned requests a professional screening of the child. This is an important first step in helping a child get the special educational services he or she may need, and

3. A statement of rights of handicapped children and their parents.

We hope these materials will answer many of your questions.

All children should have an opportunity to reach their potential through a free, appropriate public education.

Together we can help give them the chance.

Sincerely,

Nancy Byfield
Coordinator
Wisconsin Child Find

NB:ss

enclosures

126 Langdon Street, Madison, Wisconsin 53702

How to give handicapped children a chance.

Cómo dar a los niños impedidos una oportunidad.

Children with special problems have the right to an education . . .

Every child in the country has the right to a free public education. Without exception. Not only is it an American tradition – it's the law of the land.

"Every" child includes the child with a special problem or "handicap". A handicap may be due to a physical, mental, emotional, or learning problem.

All children have the legal right to a free appropriate public education. That includes children with special problems, no matter how serious. Like other children, special children deserve the chance to reach their full potential. Since these children have special needs, they can benefit from exceptional education programs.

But, there's a first step:

Find the child.

That may not be as easy as it sounds. A child's problem may not be obvious, and, in the child's early years, the parents may be the only ones who know if the child has a special problem. This may also be true for school age children whose problems have kept them out of school.

Congress has responded to the serious need to find the children who are not in school. All states are required by law* to find handicapped children who are not getting an education. Child Find is the way it's being done in Wisconsin. And this folder is one way Wisconsin Child Find is trying to find the children. It's a way of locating children with different educational needs – perhaps your child – so they can get a free, appropriate public education.

* 1974 amendments to the Education of the Handicapped Act, Public Law 93-380 as amended by Public Law 94-142. Chapter 115, Wis. Stats., also addresses this issue.

Children needing special education.

Which children are we looking for?

We're looking for children with problems who are not getting special education. This includes children in and out of school, whether living at home or in institutions. By children, we mean individuals from birth through 21 years of age.

"Handicaps" may include such problems as:

Physical, crippling or orthopedic disability.
Mental retardation or other developmental disabilities.
Hearing Impairment.
Visual disability.
Speech or language disability.
Emotional disturbance.
Learning disability.

Not every problem is listed. So, if you think your child has a problem – and he or she is not getting any special education – please contact us. We want to *find* the children.

We want to give *every* child a chance.

How Wisconsin Child Find helps children with special educational needs.

Wisconsin Child Find *locates* children with special problems who have different educational needs. Finding them can be the first step towards an education. Education gives them a chance to reach their full potential.

You can start this process. If you think your child has a special problem, contact us. We can help – but we must first find the child.

How Child Find works.

Once you contact us, we will send you more information about education of children with special needs. We will also send you a form for you to request an initial screening for your child. This screening will be provided at no cost to you. If you suspect that your child has a problem, fill out the form, sign it, and return it to us.

All information you send us will be kept confidential.

What happens once you request screening for your child? When we get your signed request we will send it to your local school district.

After that, a school staff person will contact you. This person may ask you for more information about your child's suspected problem. He or she will make an appointment for your child to be screened. This screening will determine whether or not a formal evaluation of your child is needed.

If a formal evaluation is needed, you will be asked to sign a form granting permission for this evaluation to take place. This evaluation will be free to you and will be conducted through your local school district.

To help the child get started . . . To help the child achieve the fullest potential.

If you believe your child needs special education, please contact us. Call toll-free, 1-800-362-3020 or, complete the form in this brochure, and mail it to Wisconsin Child Find. We will send you more information and a form to request a screening of your child.

If you know of another child who may need special help, please share this folder with the child's parents or guardian.

Help us find the child – for the child's sake.

In Wisconsin – there is help.
CHILD FIND
Washington Square
Madison, WI 53702

Los niños con problemas especiales tienen derecho a una educacion.

En esta nacion, sin excepción alguna, todo niño tiene derecho a educación pública gratuita. Esto no sólo es por tradición sino por ley.

"Todo niño" incluye al que tiene un problema especial o incapacidad. La incapacidad puede ser de tipo físico, mental, emocional o de aprendizaje; no importa cuál sea el grado de gravedad de ella, todos estos niños tienen derecho legal a una educación pública apropiada. Como los demás, estos niños merecen la oportunidad de desarrollarse completamente hasta alcanzar el límite de sus posibilidades. Es para ellos que se han establecido programas educativos que les prestan una atención especial. El primer paso de estos programas es.

Localizar al niño

Este primer paso no es tan fácil como parece, ya que la deficiencia o incapacidad no es siempre notoria. Durante la infancia, los padres tal vez sean las únicas personas que saben si existe alguna deficiencia en el niño. Luego, cuando el niño se encuentra en edad escolar, su problema aun continúa sin saberse, debido a que generalmente su incapacidad no le permite asistir a la escuela.

El Congreso de los Estados Unidos ordenó localizar a los niños que no van a la escuela. Por ley*, todos los estados tienen la obligación de ubicar a estos niños incapacitados que no obtienen una educación. En Wisconsin el proyecto Child Find cumple esta tarea. Este folleto es una de las maneras por las cuales Child Find de Wisconsin trata de localizarlos. Es una forma de ubicar a los niños que tienen necesidades educativas diferentes, tal vez sea el caso de su propio hijo, para poder brindarles una educación pública adecuada.

*Reformas de 1974 al acta de educacion de incapacitados. Ley Pública 93-380 reformada por Ley Pública 94-142. Capitulo 115, Estatutos de Wisconsin.

Niños que requieren de una atención educativa especial.

¿Cuáles son los niños que buscamos?

Buscamos a los niños que tienen problemas y no reciben una educación adecuada, ya sea que se encuentren asistiendo o no a la escuela, que vivan con sus familiares o en instituciones públicas o religiosas. Cuando decimos niños, incluimos desde los recién nacidos hasta los jóvenes de 21 años de edad.

Las incapacidades incluyen:

Deficiencia en los oídos
Defectos físicos u ortopédicos
Defectos en el sistema nervioso
Vista anormal
Retardo mental
Defectos en el hablar
Disturbios emocionales
Deshabilidades en el aprendizaje.

No hemos citado todos los defectos posibles, por lo tanto, si Ud. cree que su hijo tiene un problema y no recibe una educación apropiada, por favor comuníquese con nosotros. Deseamos *encontrar* al niño o al joven y darle una oportunidad que le permita desarrollarse completamente.

Manera en que Child Find de Wisconsin trata de ayudar a los niños que requieren de una atención especial.

El programa Child Find de Wisconsin localiza a aquellos niños con problemas que tienen diferentes necesidades educativas. Encontrarlos puede ser el primer paso hacia una educación, la cual les da la oportunidad de alcanzar su completo desarrollo. Los padres son el punto de partida en este proceso. Si Ud. piensa que su hijo necesita ayuda, comuníquese con nosotros. Nosotros podemos dársela, pero primero tenemos que localizarlo.

Como funciona el Proyecto Child Find.

Una vez que Ud. nos informa sobre su caso, nosotros le enviaremos más información sobre la educación de los niños o jóvenes que tienen necesidades especiales. También le mandaremos un formulario o aplicación para que solicite una evaluación gratuita de su hijo. Responda a todas las preguntas en la aplicación, fírmela y mándenosla de vuelta.

Toda la información que nos dé será absolutamente confidencial.

¿Qué sucede después que Ud. nos pide que hagamos una evaluación de su hijo? Una vez que recibamos su aplicación firmada, la enviaremos a su distrito escolar.

Después de esto, un empleado de la escuela se comunicará con Ud., y quizás le entrevistará para obtener más información sobre el problema que afecta a su hijo, También le pedirá una fecha para poder evaluar al niño. Esta evaluación determinará si su hijo necesita o no una evaluación formal.

Si se necesita una evaluación formal, el empleado de la escuela le pedirá permiso para llevarla a cabo. La evaluación será gratuita y se realizará a través de su distrito escolar.

Ayudar al niño a empezar en el camino que lo llevara a obtener su completo desarrollo mental.

Si Ud. cree que su hijo necesita una atención educativa especial, por favor comuníquesé con nosotros. Llame gratis al teléfono 1-800-362-3020 o llene y mande al Wisconsin Find Child el formulario adjunto. Nosotros le enviaremos más información y una una aplicación para evaluar a su hijo.

Si Ud. conoce a otro niño o joven que necesite de ayuda, por favor comparta este folleto con sus padres o los guardianes de él.

Ayúdenos a localizarlo...por el bien del niño.

Request for information

Your Name _____

Address _____

Town _____ State _____ Zip _____

Telephone _____

Local School District _____

Please mail to: Wisconsin Child Find, Washington Square, Madison, WI 53702
Or call, toll-free: 1-800-362-3020
Information supplied to Wisconsin Child Find will be handled in a confidential manner.

Solicitud de información

Su nombre _____

Dirección _____

Ciudad _____ Estado _____ Zip _____

Teléfono _____

Distrito local escolar _____

Remita este questionario a: Wisconsin Child Find, Washington Square, Madison, WI 53702
O llámenos gratis al teléfono 1-800-362-3020.
Toda la información que Ud. Nos mande será mantenida en forma estrictamente confidencial.

RIGHTS OF HANDICAPPED CHILDREN AND THEIR PARENTS

Policies and procedures must be in effect to protect the confidentiality of personally identifiable information.

Handicapped children must be educated with nonhandicapped children to the maximum extent appropriate.

Nondiscriminatory testing practices must be in effect.

Individualized educational programs must be written for each child and must be reviewed at least once a year (effective October 1977).

Due process procedures must be guaranteed with respect to all matters of identification, evaluation, and placement.

Parents have the right to examine records pertaining to identification, evaluation, and placement and to obtain an independent educational evaluation.

A surrogate parent will be assigned to any child whose parents are unknown or unavailable or any child who is in a ward of the state.

Parents must receive a written notice prior to any change in placement or evaluation of a child.

Notice must be in the parents' native language (effective October 1977).

In Wisconsin - there is help
CHILD FIND
1-800-362-8025

REQUEST FOR SCREENING

Child's Name: _____ Birthdate: _____
(First Middle Initial Last) (Month/Day/Year)

№ 0069 Child's Address: _____
(Street City Zip Code)

Parent's or Guardian's Name: _____ Address: _____
(First Middle Initial Last) (Street City Zip Code)

Parent's Phone: _____ School District of Residence (if known): _____
(Area Code/Number)

Why do you think the above child needs screening? (optional) _____

SAMPLE

_____

_____

I understand that this is not a referral for a formal evaluation. Rather it is a request for screening by my school district of residence to determin whether or not a formal evaluation of the above child is needed. This screening will be free to me and all information will be kept confidentia

Parent's or Guardian's Signature: _____ Date: _____
(Month/Day/Year)

RETURN ALL THREE COPIES OF THIS FORM IN THE SELF-ADDRESSED, STAMPED ENVELOPE.

WISCONSIN PERINATAL AND INTENSIVE NEWBORN CARE CENTERS

ST. VINCENT HOSPITAL
Northeast Perinatal Center
835 South Van Buren Street
Green Bay, WI 54305
(414) 432-8621
David Samuels, M.D.
Medical Director

ST. JOSEPH'S HOSPITAL
North Central Perinatal Center
611 St. Joseph Avenue
Marshfield, WI 54449
(715) 387-1741

James Opitz, M.D.
Medical Director

ST. FRANCIS HOSPITAL
Western Wisconsin Regional Newborn Center
709 South 10th Street
La Crosse, WI 54601
(608) 782-8022

Michael Hartigan, M.D.
James Tankersley, M.D.
Co-Directors

NEW LIFE PERINATAL PROJECT
Perinatal Unit - Gundersen Clinic
1836 South Avenue
La Crosse, WI 54601
(608) 782-7300

Everett Beguin, M.D. - Mat. Coord.
James Tankersley, M.D. - Newborn Coord.

THEDA CLARK HOSPITAL
Fox Valley Perinatal Center
130 Second Street
Neenah, WI 54956
(414) 647-6423

Howard L. Kidd, M.D.
Medical Director

MADISON GENERAL HOSPITAL
South Central Wisconsin Perinatal Center
202 South Park Street
Madison, WI 53715
(608) 267-6990

Perry Henderson, M.D.
Acting Director

ST. MARY'S HOSPITAL
Infant Intensive Care Unit
707 S. Mills Street
Madison, WI 53715
(608) 251-6150

E. Contreras, M.D.
Medical Director

ST. JOSEPH'S HOSPITAL
5000 West Chambers Street
Milwaukee, WI 53210
(414) 447-2000

Carol Browning, M.D.
Karlo Raab, M.D.
Co-Directors

MILWAUKEE COUNTY GENERAL HOSPITAL
Newborn Nursery
8700 West Wisconsin Avenue
Wauwatosa, WI 53226
(414) 257-7996

John Grausz, M.D.
Director of Nurseries

MILWAUKEE CHILDREN'S HOSPITAL
Newborn I.C.U.
1700 West Wisconsin Avenue
Milwaukee, WI 53233
(414) 344-7100

Thomas Kowalski, M.D.
Medical Director

Title VI-B

Statewide Child Identification Program

Advisory Committee Members

Tony Bruno
Bureau for Alternate Care
1 W. Wilson, Room 570
Madison, WI 53702
(608) 266-9300

Nancy Byfield
Coordinator
Division for Handicapped Children
126 Langdon Street
Madison, WI 53702
(608) 266-6438

Bill Fuller
1008 Glenview Drive
Madison, WI 53716
(608) 222-7952 (Home)
(608) 241-1564 (Office)

Ed Hawkinson
CESA #12
412 E. Slifer Street
Portage, WI 53901
(608) 742-5513

Gary Holloway
Division for Handicapped Children
126 Langdon Street
Madison, WI 53702
(608) 266-2819

Julia House
Division for Handicapped Children
126 Langdon Street
Madison, WI 53702
(608) 266-2819

Barbara Kaulum
117 N. Pelham Street
Rhinelander, WI 54501
(715) 369-3636

John Melcher
Division for Handicapped Children
126 Langdon Street
Madison, WI 53702
(608) 266-1000

Jack Meyer (Chairperson)
872 Paynes Point Road
Neenah, WI 54956
(414) 725-3041

Dr. Richard Myers
Beaumont Clinis
1821 S. Webster Avenue
Green Bay, WI 54300
(414) 437-9051

Andy Papineau
Division for Handicapped Children
126 Langdon Street
Madison, WI 53702
(608) 266-3522

Don Russell
Department of Public Instruction
126 Langdon Street
Madison, WI 53702
(608) 266-1746

John Stadtmueller
Division for Handicapped Children
126 Langdon Street
Madison, WI 53702
(608) 266-2841

Dr. George Stockton
Department of Special Education
UW-Oshkosh
Oshkosh, WI 54902
(414) 424-3421

McObee Waters
10125 - 4 Mile Road
Franksville, WI 53126
(414) 835-4814

Clark Wright-Edwards
Division for Handicapped Children
126 Langdon Street
Madison, WI 53702
(608) 266-0801

SAMPLE

(Use Appropriate Letterhead)

RE: Title VI-B Letter of Intent

1. Legal Name of Submitting Agency: (Please complete)

2. Name of Proposal: Locally Based Child Find Project for (fill in operator)

3. Operational Time of the Proposed Program: 7/1/76 through 6/30/77

4. Program Purpose: Sponsor a locally based child find operation to handle the entire matter of the unserved child within the confines of the district. As such, this project is designed to cover the following areas:

   a. Employ a local Child Find Specialist/Coordinator to develop and implement the entire child find process through cooperative efforts with the Statewide Child Identification Project.
   b. In cooperation with the Statewide Child Identification Project, provide a public awareness campaign with emphasis on referrals, etc. being made through the local Director of Special Education.
   c. Along with other agency screening programs, the Child Find Specialist/Coordinator will encourage a comprehensive approach to screening activities to place emphasis on the "unserved" population.
   d. Expedite MTeam activities to make sure the "unserved" population is given priority. This would not mean that the Child Find Specialist/Coordinator would supersede the local Director of Special Education, but the Director of Special Education would use this person to coordinate much of the MTeam activities and arrangements.
   e. This child find project will be used as a mechanism for recording and reporting the entire EEN population, as the rationale would point out that one would have to be familiar with the total population to do a good job for the unserved population.

5. Basic Operational Plan: The basic operational plan would be to employ a professional person trained in the area of education and/or social work on a full-time basis for one year to carry on the purposes and activities as listed above. In addition, a half-time secretary will be employed for supportive services. This Child Find Specialist/Coordinator would then make arrangements with the local Director of Special Education to implement the basic plan as described above placing strong emphasis on interaction with other agencies and organizations which provide programs and services to EEN children so as to arrive at a composite child find approach. In order to provide direction to the project, a local advisory committee will be established to include parents and persons from various agencies as well as involvement of appropriate school persons.

   It is further expected that the actual child find process will probably involve community volunteers to help with on-site census type activities to determine or uncover unserved children. In addition, plans call for the use of the Child Find Specialist/Coordinator to document existing enrollments within the school district so that the population expected to be served including the unknown population of the unserved might be better documented. At all times, it is expected that the Child Find Specialist/Coordinator will work closely and become a part of the basic operation of the Director of Special Education.

6. Expected Outcomes:

   a. It is expected that this child find project will be used to document the status of program offerings to EEN children as well as pointing out need for additional service as well as the inclusion of unserved children in appropriate programs.
   b. It is expected that the activities of a Child Find Specialist/Coordinator will be used, in part, for future planning for the entire school district.
   c. The activities of the Child Find Specialist/Coordinator will be used as documentation for partial compliance to P.L. 94-142. In addition, the information gathered from the project will be used to satisfy, in part, the LEA planning requirements in developing P.L. 94-142 plan to be submitted to DHC.
   d. It is expected that if this project proves successful that the district will plan to continue operation during the following year through the use of P.L. 94-142 funds as the basic funding source to support the project activities.

7. Proposed Budget:

Budget Item	Total Budget	Local Support	State Support	Title VI Request
Salaries				
Director of Special Education (5%)	1,000	300	700	
Child Find Specialist/Coordinator	15,000			15,000
Secretary (50%)	3,500			3,500
Fringe Benefits (at 20%)	3,900	60	140	3,700
Instruction				
Staff Travel	2,000			2,000
Inservice Consultant	300			300
Inservice Material	200			200
Travel for Volunteers	1,000			1,000
Public Awareness Material	500			500
Operations				
Audit	150			150
Office Supplies	300			300
Postage	200			200
Telephone	300			300
Rent	500	500		
Non-Instructional Equipment	600	600		
	29,450	1,460	840	27,150

8. This letter of intent has been reviewed by the school board and has received its approval as well as the approval of the district administrator.

9. Signature of the District Administrator: _____

MANUAL FOR ORGANIZING AND CONDUCTING LOCAL ACTIVITIES

FOR CHILD FIND

A Mandated Activity of
The Bureau of Education for the Handicapped
U.S. Office of Education
Under Public Law 93-380
As Amended by
Public Law 94-142

A WORD OF WELCOME.....

We welcome you to this statewide, in fact, nationwide, effort to locate and identify handicapped children. We're looking for children with problems who are not receiving special education. This includes children in and out of school, whether living at home or in institutions. By children we mean individuals ages birth to 21.

This manual is designed to assist you in organizing and conducting Child Find activities in communities throughout Wisconsin. It will:

1) help you understand the need for this effort, and its importance;

2) explain the law that mandates the location and identification of children with physical, mental, emotional and learning problems;

3) outline what Wisconsin is doing on a statewide basis;

4) help you plan and carry out local Child Find efforts. We'll offer a number of suggestions as to how to go about it - but, please keep in mind that our suggestions are merely starting points. Your own knowledge of the local situation, combined with your initiative, will do more than anything else to make Wisconsin Child Find a success.

WE HAVE A MANDATE.....

In the last few years we have seen a great deal of attention focused on special education, particularly the right of all children to a free, appropriate public education, no matter the type or severity of their handicap.

It is their right - given to them by both state and federal law.

The law is very explicit in this regard.

The 1974 amendments to the Education of the Handicapped Act (Public Law 93-380) for the first time established as a matter of federal policy, that handicapped children are entitled to a free, appropriate public education. Public Law 94-142 further confirms this mandate.

This federal law mandates that we reach out for these children ... that we find them and help them get the services they need and have a right to. Chapter 115, Wisconsin Statutes, also supports the intent of federal legislation.

These are our mandates.

WHAT WISCONSIN IS DOING

In Wisconsin, excpetional educational programs exist to serve children with physical, mental, emotional and learning problems. Over 80,000 children are currently receiving special education and related services. This is more than 11% of the state's school age population, and is quite close to the

federal projection which targets handicapped children as 12% of the school age population.

Beginning this spring, there will be a statewide public awareness campaign to publicize Wisconsin Child Find in order to locate, identify and screen unserved handicapped children ages birth to 21. Child Find activities are mandated by Congress, financed under the auspices of the Bureau of Education for the Handicapped, U.S.O.E., and funded through the Wisconsin Department of Public Instruction. Child Find is being conducted by personnel from the state and local levels of the public and private sectors.

Child Find staff, after meeting with various groups, have developed materials for statewide and local public awareness campaigns. These materials are designed to make the public aware of the educational needs and rights of children with special problems, and the benefits of exceptional education programs.

By reaching the largest possible audience of parents and other interested groups, the statewide public awareness campaign hopes to identify and screen all handicapped children in Wisconsin. Informational materials will also be provided to every community in the state, and the distribution of these materials will be the focal activity of local public awareness campaigns. Suggestions for effective distribution are provided later in this manual. Suggested related activities are also described for use, as feasible, in local districts.

In addition, public awareness campaigns will seek to publicize the availability of exceptional education programs in Wisconsin, and to inform concerned persons of the procedures by which children suspected of having a handicap may be screened.

Public awareness will be achieved using a variety of media. The statewide campaign will consist of public service announcements on television and radio. Feature articles will be supplied to newspapers.

The Wisconsin Child Find public awareness campaign will begin this spring and continue throughout the year. Local public awareness activities will be conducted in two phases, with the first phase beginning this spring. The second phase will begin simultaneously with the return to school in the fall. Communities will receive the following materials for local distribution:

-posters, with "Take One" pockets for brochures.....for placement in banks, supermarkets, wherever there is a maximum of public exposure;

-brochures describing Child Find for parents and other concerned persons. Brochures include a request for information form allowing parents to contact Child Find for additional information prior to referring their child;

-a listing of signs of physical, mental, emotional or learning problems in young children. This list can assist parents in determining if their child may have a possible handicap;

-this manual for organizing and conducting Child Find activities in local school districts;

-other materials as these become available.

Please familiarize yourself with all of these materials.

ORGANIZING AND CONDUCTING LOCAL ACTIVITIES

Communities throughout Wisconsin have the responsibility to plan and organize a local public awareness effort. In doing this, you will want to consider how best to use informational materials supplied by Wisconsin Child Find, and develop a strategy for implementing Child Find activities in your local area.

You may also want to engage in additional activities. These might include identifying resources within the local and neighboring communities that can help Wisconsin Child Find, and enlisting their support. Formulating a local action plan may be a good way for organizing these additional activities.

Lastly, you will need to consider ways to document your activities so that Wisconsin Child Find efforts can be continued in your district in future years. Suggestions for creating a continuous local child identification procedure will be discussed throughout the Child Find effort.

I. The Local Public Awareness Campaign

Here are several suggestions to accomplish effective placement of informational materials:

1. List the locations.

Prepare lists of all possible locations in your region or town where these materials might best be placed:

-public agencies - government offices, hospitals, clinics, libraries, schools, daycare centers;

-retail stores and service establishments - supermarkets, drug stores, shopping malls, clothing stores, laundromats, banks, beauty parlors, etc.;

-professional areas - waiting rooms of physicians, dentists, lawyers, medical groups;

-areas where groups congregate - meeting rooms of Y's, churches, temples;

-social and fraternal orders, movie theatres, bowling alleys, restaurants, train and bus stations, airports;

-and other public areas - community bulletin boards, check-out counters, public transportation, etc.

2. Choose the best locations.

Locations picked should be exposed to pedistrian traffic, should be highly

visible, and should provide a contrasting background against which materials can be seen. Avoid areas cluttered with competing materials, and with high loss potential. A brief walk can help you identify choice locations, and first hand observation also may suggest locations not previously considered.

The listing of signs of handicap might be distributed through professionals in contact with parents, including daycare center and nursery school staff, and doctors/clinic staff.

3. Cover all areas.

Be certain that there is good ethnic and geographic distribution of materials, and that all socio-economic groups are targeted.

4. Get permission.

Out of courtesy and to prevent removal of materials from a chosen location, ask the person in charge for permission to display them.

5. Keep records.

Use forms provided for documenting placement of materials.

In addition, note locations of posters with brochure pockets so that refill brochures can be distributed as needed. A local group wishing to assist the child find effort might have its volunteers carry out this activity.

Careful documentation of distribution also will be valuable in assessing the impact of local district activities on the overall child find effort. It will further aid in planning for continuing local outreach efforts.

II. Utilizing Other Community Resources

Local Child Find activities should tap existing community resources and support. Here are some suggestions:

1. Compile resource directory.

Compile a directory of existing resources and services for children with special needs in your district and make this available to parents, teachers, and other professionals.

2. Organizational help.

Enlist the help of community organizations that can create and distribute informational materials about the local Child Find activities in your district.

3. Newsletters.

Prepare a "newsletter" to publicize local child find activities or contribute news to existing newsletters.

4. Speaker's bureau.

Utilize or organize your own speaker's bureau so that interested civic, parent, and professional groups can learn about Child Find activities in your district.

5. Translate.

Translate these materials into other languages which might be appropriate for your area.

6. Newspaper advertisements.

Ask your local newspaper to run public service advertisements. Your newspaper can set type to fit the available space. Sample ads are shown here:

IT'S THE LAW

All children are entitled to a free, appropriate public education. And that includes children with physical, mental, emotional or learning problems. Some of these children are not identified. Please help us find them.

For more information, call toll-free: 1-800/362-3020.

Or send this coupon to:

Wisconsin Child Find
Washington Square
Madison, WI 53702

Your Name_____
Address_____
City_____ State_____ Zip_____
Telephone_____
Local School District_____

ALL CHILDREN DESERVE A CHANCE

Do you know of any children with physical, mental, emotional or learning problems who are not receiving educational services? No matter what their problem or its severity, they are entitled to an education.

It's the law.

Help us find children with handicaps who are not receiving educational services.

For more information, call toll-free: 1-800/362-3020.

Or send this coupon to:

Wisconsin Child Find
Washington Square
Madison, WI 53702

Your Name_____
Address_____
City_____ State_____ Zip_____
Telephone_____
Local School District_____

DE ACUERDO A LA LEY

Todos los niños, sin excepción, tienen derecho a una educación pública apropiada, gratis. La Ley incluye a niños con problemas físicos, mentales, emocionales, o de aprendizaje. Algunos de estos ninos no han sido identificados. Por favor, le pedimos que nos ayude a encontrarlos.

Para mayores informes llame en forma gratuita al teléfono: 1-800/362-3020.

O si prefiere, envíenos este cupón a:

Wisconsin Child Find
Washington Square
Madison, WI 53702

Nombre de la persona que solicita informacion_____
Dirección_____
Ciudad_____Estado___Zona Postal___
Teléfono_____
Distrito Escolar Local_____

TODO NINO MERECE QUE SE LE DE UNA OPORTUNIDAD

¿Conoce Ud. algún niño con problemas físicos, mentales, emocionales o de aprendizaje, que no se encuentra recibiendo servicios educativos?

No importa cuál sea el problema, este nino tiene derecho a una educación. La Ley lo dice.

Por favor, ayúdenos a encontrar ninos con deshabilidades, que no se encuentran recibiendo servicios educativos.

Si desea mayor información, sírvase llamar en forma gratuita al número: 1-800/362-3020

O si prefiere, envíenos este cupón a:

Wisconsin Child Find
Washington Square
Madison, WI 53702

Nombre de la persona que solicita información_____
Dirección_____
Ciudad_____Estado_____Zona Postal___
Teléfono_____
Distrito Escolar Local_____

7. Interagency efforts.

Contact other local agencies. The following list can be used as a guide to community groups, organizations and agencies that might serve as resources in the Child Find effort. Remember, this is only a partial listing which you can refine or amplify to fit your area.

Public Agencies, such as.....

Local School Board
Town/City Health Department
Public Health Nurses
Town/City Welfare Department
Office of Mayor
Town/City Council
Police Department
Fire Department

Child Development Centers
Voluntary Action Centers
Locally Placed VISTA Volunteers
Social Security

Social/Civic Groups, such as.....

Elks
Lions
Knights of Columbus
Area Alumni Associations
Kiwanis
League of Women Voters
Shriners
Veterans of Foreign Wars
Boy/Girl Scouts
Senior Citizen Groups
Moose
Masons
Jaycees
Rotary
Area Woman's Clubs
Red Cross
American Legion
Church/Synagogue Youth Groups
YM-WYCA/HA
"Ethnic" Social Clubs (e.g. Polish American Club, German American Club, etc.)

Private and Public Organizations/Agencies Concerned with Special Exceptionalities, Education, or Family Services, such as.....

Board of Education and Services to the Blind
National Federation of the Blind
Commission on the Deaf and Hearing Impaired
Association of the Deaf
Association for Hearing Impaired Children
Council of Organizations Serving the Deaf
Speech and Hearing Association
Division of Vocational Rehabilitation
Easter Seal Society
March of Dimes Foundation
Muscular Dystrophy Association, Inc.
Local Chapters of Epilepsy Foundation
United Cerebral Palsy

Vocational/Professional Organizations, such as.....

Wisconsin Education Association
Parent-Teacher Association
Parent-Teacher Organizations
Businessmen's Associations
Medical Societies
Local Hospitals
Head Start/Preschool Programs
Cooperatives
Parents of Handicapped Children Groups
"Block" or "Neighborhood" Associations
Chamber of Commerce
Employee Associations

Dental Societies
Community Colleges
Labor Unions
Area Service Center

We want to give every child a chance. In Wisconsin, there is help.

We want to reach the parents or legal guardians of children with handicaps not receiving an education and ask them to contact Child Find for more information in one of the following ways:

-call toll-free 1-800/362-3020.

-or write to:

Wisconsin Child Find
126 Langdon Street
Madison, WI 53702

If you need more information or help in organizing local Child Find activities, call us at 608/266-6438.

Appendix G

SCREENING/REFERRAL DOCUMENTATION

In order to meet the first priority as mandated under P.L. 94-142, please supply the following documentation relative to your Child Find activities as of October 1, 1978.

1. Please list the names of LEAs under the auspices of this Title VI-B, EHA Child Find Project.

2. a. Number of Requests for Screening received: 3,457

   b. Number of children in "a" which were identified as:

   unserved 2,190 served 1,267

   c. Number and ages of unserved children which were referred for M-Team evaluation as a result of screening:

0-2	3-5	6-17	18-21	Total
229	1066	179	23	1,497

   d. Number and ages of served children which were referred for M-Team evaluation as a result of screening:

0-2	3-5	6-17	18-21	Total
31	303	449	28	811

   e. Number, ages and EEN of previously unserved children which were found to require special education and related services:

	0-2	3-5	6-17	18-21	Total
Mentally Retarded	10	22	17	6	55
Hearing Impaired	4	4	3		11
Deaf	2				2
Speech/Language Impaired-Regular Class Only	15	177	6	1	199
Visually Impaired	7	2			9
Emotionally Disturbed	3	10	12	5	30
Physically/Multiply Handicapped	14	22	5	2	43
Homebound-Other (Excluding Preg.)	12	1			13
Special Learning Disability		3	10		13
Early Childhood-Generic	85	474	3		562
Total	152	715	56	14	937

   f. Number, ages and EEN of served children which were found to require special education and related services:

	0-2	3-5	6-17	18-21	Total
Mentally Retarded	5	2	38	5	50
Hearing Impaired	2	3	2		7
Deaf					
Speech/Language Impaired-Regular Class Only	1	47	43		91
Visually Impaired	1		2		3
Emotionally Disturbed	1	2	33	1	37
Physically/Multiply Handicapped	6	7	10		23
Homebound-Other (Excluding Preg.)		6	8	3	17
Special Learning Disability		2	65		67
Early Childhood-Generic	11	99	14		124
Total	27	168	215	9	419

Please refer to the directions on the reverse side

DOCUMENTATION OF LOCAL MATERIAL DISTRIBUTION

Date: October 1, 1978

(Please Print)
Town/School District: _____

Your Name: _____ Your Title/Affiliation: _____

Your Mailing Address: _____

Total Materials You Received: (fill in number in blank above item)

364,656	23,689	8,968	784	3,874	894,295	6,899	622,710
Child Find Brochure	Screening Checklist	English Counter Poster	Spanish Counter Poster	Wall Poster	Mini Brochures (stuffers)	Car Cards	Locally Developed Materials

Indicate below, number of materials placed in each listed location, or list other locations on reverse side:

LOCATIONS	BROCHURES	CHECKLISTS	COUNTER POSTER(Eng.)	COUNTER POSTER(Span.)	WALL POSTER	MINI BROCHURE (stuffers)	CAR CARDS	LOCALLY DEVELOPED MATERIALS
Public Agencies								
Gov't Offices	25,934	2,328	176	16	82	28,051	90	18,214
Hospitals	4,526	1,152	247	12	26	4,038	37	3,530
Clinics	6,732	1,089	345	19	33	6,575	37	8,208
Libraries	7,177	241	163	8	36	7,023	37	4,752
Schools	63,555	5,698	871	44	491	112,607	592	237,952
Other	8,302	9,814	113	20	85	12,433	92	41,430
Service Establishments/Retail Stores								
Supermarkets	27,930	138	465	19	102	65,483	211	8,951
Drug Stores	6,751	199	200	5	30	18,738	69	2,672
Shopping Malls	5,764	464	105	14	44	25,300	33	1,835
Clothing Stores	4,566	120	106	3	15	2,735	87	1,136
Laundromats	5,171	121	225	3	55	2,200	44	2,237
Banks	17,956	157	375	4	37	78,660	94	6,781
Beauty Parlors	3,887	68	126	2	17	1,196	37	1,835
Service Stations	3,319	40	79	1	26	1,025	109	713
Restaurants	7,424	172	180	6	27	3,225	63	1,404
Other	21,792	794	321	37	41	3,591	359	15,948

(2) DOCUMENTATION, cont'd

LOCATIONS	BROCHURES	CHECKLISTS	COUNTER POSTER(Eng.)	COUNTER POSTER(Span.)	WALL POSTER	MINI BROCHURE (stuffers)	CAR CARDS	LOCALLY DEVELOPED MATERIALS
Professional Areas:								
Waiting Rooms of:								
Doctors	7,795	850	334	4	14	5,851	24	5,287
Lawyers	1,979	86	55	3	3	525	6	1,222
Dentists	3,504	235	96	3	12	2,569	16	2,189
Insurance	1,121	61	62	2	6	966	21	548
Medical Groups	9,460	208	71	10	10	783	6	3,326
Real Estate	1,130	65	20	1	3	585	5	904
Other	2,548	136	122	33	14	1,300	14	3,508
Areas Where Groups Congregate:								
YM-YWCA/HA	2,172	255	27	1	9	275	35	1,548
Churches	13,101	1,058	218	47	67	28,924	74	5,875
Social/ Fraternal Orders	3,318	421	85	5	13	2,372	54	2,997
Movie Theatres	255	0	7	0	2	1,700	4	42
Train/Bus Stations	2,835	0	8	2	2	57	32	74
Public Transport	518	90	7	0	8	1,055	742	182
Other	9,507	309	547	7	76	785	188	7,718
Other Public Areas:								
Community Bulletin Boards	2,167	773	44	26	63	22,685	112	1,471
Check-out Counters	3,435	90	66	2	5	29,255	18	788
Other Stores	5,260	218	148	8	115	4,783	61	11,871
TOTALS DISTRIBUTED	290,891	27,450	6,014	367	1,569	477,350	3,403	407,148

Number of local radio spots made	5,903
Number of local TV spots made	1,347
Number of newspaper articles written	556
Other (specify)	30,836
Number of volunteers utilized in project	1,210

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
Madison, Wisconsin 53702
Barbara Thompson, Ph.D., State Superintendent

DIVISION FOR HANDICAPPED CHILDREN
Victor J. Contrucci, Administrator

BUREAU FOR EXCEPTIONAL CHILDREN
Kenneth R. Blessing, Ph.D., Director

BULLETIN NO. 78-6

SUBJECT: I. CHILD FIND/SCHOOL CENSUS GUIDELINES
II. A LEGAL INTERPRETATION

Rationale

I. CHILD FIND/SCHOOL CENSUS GUIDELINES

PL 94-142, the Education for All Handicapped Children Act, requires in sec. 121a.128 and 121a.220 of the regulations that Child Find activities must be continuous activities for each local education agency. During the past three years, there have been Title VI-B federal funds available for the operation of local Child Find projects. As of September 30, 1979, these discretionary funds will no longer be available. However, this does not eliminate the responsibility of a local education agency from the mandate of Child Find activities. Thus, it would seem imperative that this year, a school district establish procedures for institutionalizing Child Find activities within the system in the absence of a federally funded discretionary project. However, it is possible for an LEA to use PL 94-142 flow-through funds in the first priority for Child Find activities.

There appears to be three main activities which an LEA could engage in to meet the Child Find mandate of PL 94-142. These would include:

1. Inclusion of Child Find activities in the school census
2. Established public awareness activities
3. Established interagency referral procedures

It is the inclusion of Child Find activities in the school census that the following guidelines will address:

An annual school census is required by sec. 120.18(1) and 43.70(1), Wis. Stats. Since an LEA must contact each family for the school census, it seems expedient to use this same vehicle in searching for children who might benefit from special school programs. The annual school census could then become one means by which a school district would meet partial compliance of the Child Find mandates of PL 94-142.

The following points are to be utilized by the district administrator if he wishes to adopt such an activity:

1. Child Find Specialists may serve as trainers and/or coordinators of census takers.

2. PL 94-142 flow-through monies may be utilized to pay census takers: total amount not to exceed 1/12 of total flow-through entitlement.

3. The school census could be preceded each year by a public awareness thrust. This would alert people to the fact that census takers are interested in parental concerns and also that special programs are available.

4. The district administrator must decide which methodologies best serve the districts' needs in obtaining a complete and accurate census. Examples of methodology are:

   a. Door-to-door
   b. Health Department, statistics, OB nurses
   c. Mail and follow-up
   d. Telephone
   e. Welcome Wagon-Chamber of Commerce
   f. Registration of students in schools
   g. Post office procedures-if family has moved
   h. PTA block representatives
   i. Train seniors - study of local government - teach what census is about
   j. Jaycettes, service organizations

5. Whatever question(s) is included in the census relative to potential EEN students must be worded so as to not initiate a referral. (See Section II: A Legal Interpretation.)

6. It is possible, however, that a parent may request that a multidisciplinary team referral be initiated. Since the census taker is a representative of the local education agency, the ninety day timeline will have begun and, therefore, the information should be directly relayed to the director of special education.

7. A methodology must be developed by the district for follow-up of any parental concerns. It would seem appropriate for the special education director to be involved with this.

8. A handbook should be developed for local census takers. Important points to note in this would be that concerns indicated are those of the parents, and <u>not</u> perceptions of the census takers. This book should also emphasize the importance of confidentiality.

9. This would be an excellent opportunity to distribute a brochure explaining what special education and supportive services the district offers.

If you have questions regarding these guidelines, please contact:

Nancy Byfield
Coordinator
Wisconsin Child Find
Department of Public Instruction
126 Langdon Street
Madison, Wisconsin 53702

(608) 266-6438

II. A LEGAL INTERPRETATION

The Department's legal counsel advises that the school census process appears to be a legally appropriate method to be used in the meeting of federal and state Child Find requirements.

It is advised that while questions and answers to school census questionnaires do not constitute a referrel under sec. 115.80 or PI 11.02, it is imperative that once a district has received this information they follow-up on the information provided by the parents to the census taker for the reasons noted below:

Section 115.80(1)(a) requires certain individuals who have "reasonable cause to believe" that a child has exceptional educational needs to report or refer that child to the appropriate school officials. This requires direct observation or direct knowledge of the child's problems. Information received by school census takers does not meet this standard, nor are such census takers likely to be among the individuals required to make individual reports under sec. 115.80(1).

Section 115.80(2)(c) requires that a school provide screening opportunities upon request to children who are below school entry age. This, in conjunction with PI 11.02, necessitates follow-up by the district in regards to any instance in which the parents' responses indicate the possibility of a handicapping condition. It is this follow-up contact with the parent in which the parents are provided more explicit information about the indicators of handicapping conditions and their children's rights to a free, appropriate public education designed to meet those needs that may result in a referral that begins the 90-day timeline.

1000-3B92508-79